

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School: Mt. Pleasant Middle School**

**District: Lee County School District**

**Principal: Deitra M. Johnson**

**Superintendent: Dr. Cleo Richardson**

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

Mt. Pleasant Middle School is a public, rural middle school located in Lee County. Beginning in August of the 2000-2001 school year. Mt. Pleasant Middle School served as the only middle school in Lee County housing 7<sup>th</sup> and 8<sup>th</sup> graders. After six years of existence as the only middle school, Mt. Pleasant Middle School's student population was split and now serves as the middle school for grades 6 – 8 in its demographic location. Our faculty decreased in the 2006-2007 school year because our enrollment decreased dramatically, as a result of the separation of schools.

According to the State of South Carolina 2007 Annual School Report Card, 138 students were enrolled at Mt. Pleasant Middle School on the first day of testing. Of the 138 students, 71 were male and 67 were female. The attendance rate was 97.3%, which increased from 89.4%, the previous year. Of these students 99.2% of the students receive free/reduced lunch. Only 1.4% of these students are identified as gifted and talented. While 12.0% are enrolled in high school credit courses in grades 7<sup>th</sup> and 8<sup>th</sup>.

Mt. Pleasant Middle School has 14 teachers assigned, of these teachers 50% have advanced degrees. 40% having continuing contracts and 33.3% have emergency or provisional certificates. The attendance rate for teachers was 99%. 90.6% of the students are taught by highly qualified teachers.

The leadership team analyzed the results from the survey that was given to students, parents, and teachers as well as current PACT data. Other data was also reviewed. With the State Report Card, PACT has become our primary focus. The data revealed that the students were not reading on grade level, math performance has improved, there are definite weaknesses in the area of science, and professional development was needed in the areas of instructional strategies and data analysis. Many of the teachers would like to increase their technology skills. Students' survey results indicated that reading was boring, school was interesting and some of the teachers taught well. The leadership team consisting of the Principal, Administrative Assistant, Lead Teacher, ELA Teacher and Resource Teacher, met to discuss the results and prioritize the needs and concerns of the Mt. Pleasant Middle School.

In order to determine the goals for the 2008-09 school year, the leadership team focused on the following areas: professional development including the Revised Bloom's Taxonomy and data analysis to improve instruction as well as improving instruction in the content areas. The consensus of the team was to implement instructional programs that will ultimately improve student academic success. Reading comprehension skills are vital to the academic success of all students therefore it was determined by the team to implement a school-wide reading component as a major component of the FSRP. Ongoing professional development opportunities will be provided as needed. Teachers will be encouraged to take advantage of professional development opportunities offered by the SC Department of Education.

Since there is a large percentage of Mt. Pleasant Middle School students' scoring "Below Basic" in all categories—especially reading and science, providing professional development is essential to improving student achievement levels. A reading consultant will be scheduled for the 2008-09 school year to work with all teachers on utilizing best practices to improve reading comprehension skills. Professional development will be conducted on school/district staff development days throughout the school year. By placing a stronger concentration on the standards and instructional strategies as well as innovative assessments, classroom instruction and delivery will improve. We will design our afterschool program to assist students who are

having difficulty in their classes. All groups will utilize computer-assisted instruction that will be at the appropriate cognitive level. In order for teachers to effect change in these small groups professional development will be focused on how to effectively move student achievement to higher levels through differentiated instructional techniques. District professional development sessions are held on the first Wednesday of every month and are considered common planning days. Weekly staff meetings are also held. During these sessions, teachers are involved in a variety of professional development opportunities which include: data analysis, instructional strategies, curriculum standards, and Revised Bloom's Taxonomy, effective use of assessment and technology integration.

School climate affects every part of the school from the faculty arriving in the morning to students' lunch. Strong positive collaborative school climates have powerful effects on the success of schools. Establishing a positive and nurturing school climate will foster school effectiveness and productivity. Implementing the Positive Behavior Intervention Schools (PBIS) model will create a climate of high academic achievers. The leadership team will select a team to attend the PBIS training and will train the faculty and staff in developing a positive school climate plan for the 2008-09 school year.

The Mt. Pleasant Middle School staff will continue to review data to plan for instruction, and will continue to create a learning environment where failure is not an option!

**PALMETTO ACHIEVEMENT CHALLENGE TEST DATA  
2005-2008**

<b>Achievement Levels</b>	<b>Test Year</b>	<b>SUBJECT %</b>			
		<b>MATH</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>
<b>Advance</b>	<b>05</b>	<b>2.0</b>	<b>0.0</b>	<b>1.5</b>	<b>0.5</b>
	<b>06</b>	<b>2.5</b>	<b>0.9</b>	<b>1.5</b>	<b>0.6</b>
	<b>07</b>	<b>0.0</b>	<b>1.6</b>	<b>0.0</b>	<b>0.0</b>
	<b>08</b>				
<b>Proficient</b>	<b>05</b>	<b>6.8</b>	<b>9.3</b>	<b>3.5</b>	<b>3.0</b>
	<b>06</b>	<b>6.9</b>	<b>11.8</b>	<b>4.3</b>	<b>6.3</b>
	<b>07</b>	<b>5.4</b>	<b>4.7</b>	<b>1.2</b>	<b>1.2</b>
	<b>08</b>				
<b>Basic</b>	<b>05</b>	<b>35.1</b>	<b>40.9</b>	<b>30.4</b>	<b>27.7</b>
	<b>06</b>	<b>35.8</b>	<b>45.0</b>	<b>27.1</b>	<b>30.1</b>
	<b>07</b>	<b>33.3</b>	<b>30.5</b>	<b>20.5</b>	<b>21.7</b>
	<b>08</b>				
<b>Below Basic</b>	<b>05</b>	<b>56.1</b>	<b>49.9</b>	<b>64.6</b>	<b>68.8</b>
	<b>06</b>	<b>54.8</b>	<b>42.2</b>	<b>67.1</b>	<b>62.7</b>
	<b>07</b>	<b>61.2</b>	<b>63.3</b>	<b>78.3</b>	<b>77.1</b>

**END- OF-COURSE DATA  
2005-2008**

<b>Percent of students scoring 70 or above</b>			
		<b>Algebra I</b>	<b>English I</b>
	<b>2005</b>	<b>EOC was not administered</b>	<b>EOC was not Administered</b>
	<b>2006</b>	<b>97%</b>	<b>90.4%</b>
	<b>2007</b>	<b>87.5%</b>	<b>25%</b>

## School Timeline

June	16 -18	Positive Behavior Intervention System (PBIS) Training
July	7-9 9-12 23	Best Practices Institute Southern Regional Educational Board Summer Conference – Advisor/Advisee Training Reading 180 Professional Development Training
August	8 12-14	Opening House District/Teacher Staff Development
September	3 8-12 18 22-26 23	Common Planning SRI – Pre Test (Selected Students) Interim Issued MAP Testing PTO
October	1 21 22-23 20-24 22-24 30	Common Planning Day – District Vertical Articulation Reading 180 R-Skills Assessment SRI Testing (Selected Students) District Benchmarks South Carolina Council of Teacher of Mathematics Conference Family Literacy Night/PTO/Data Notebook/Academic Conference
November	5  19-20	Common Planning – School Based Staff Celebration Quarterly Awards Celebration SRI Testing
December	3 9-11 17-18 19	Common Planning – Vertical Articulation Benchmark Test SRI Testing (Selected Students) Reading is Fun Day

January	7	Common Planning – School Based
	16-18	South Carolina Alliance of Black School Educators Winter Conference
	21-22	SRI Testing (Selected Students) Report Card Issued
	22-23	PTO/Data Notebook/Academic Conference
	26-30	Map Testing
February	2-13	Map Testing
	4	Staff Celebration Quarterly Awards Celebration/Common Planning – School Based
	20-22	South Carolina Reading Conference
	25-26	SRI Testing (Selected Students)
March	4	Common Planning – Vertical Articulation
		Staff Celebration
	6-8	South Carolina Middle School Association Conference
	10-12	Benchmark Test
	25-26	SRI Post Testing (Selected Students)
April	1	National Literacy Month – Read-A-Thon
	2-3	Quarterly Awards Celebration/Common Planning – Professional Development Data Notebook Conference
May	6	Common Planning – School Based
	3-22	Palmetto Achievement Challenge Test
	26-28	End of the Year School Assessment

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**  
**By April 1, 2009, 75% of all 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders will meet targeted growth in reading comprehension as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement a school wide reading initiative.	Reading Teacher/L. Tinsley Principal/D. Johnson	October 3, 2008	<ul style="list-style-type: none"> <li>- <b>Implement a literacy night for parents and students.</b> (Teachers will plan a literacy night where parents will receive knowledge on the importance of literature and how their support at home will assistance the school in encouraging students to read more. Also, parents will be informed of reading strategies that we have implemented this year and how the partnerships created between school and home will increase reading comprehension for students. Parents will be given handouts to use at home.)</li> <li>- <b>Schedule a Reading Is Fun Day.</b> (This day will be designated for students to enjoy a day of reading in the gym. Students will be allowed to wear pajamas on top of their regular clothes, bring blankets and pillows, and read for part of the day. In order for students to participate they will have to accumulate a designated number of points on the Reading Counts' tests. This experience will show students that reading is fun and when you read the benefits are huge.)</li> <li>- <b>Advisor/Advisee Reading Selection</b> (Students assigned to Advisor/Advisee will select a book to read every Wednesday "Drop Everything And Read—D. E. A.R." time. The students will be given books to read in class and/or to take home. This is a part of the Grade Level Book Club. Students will read a minimum of 12</li> </ul>

			books. The goal is to increase pleasure reading time. Students will take a Reading Counts' test to test their reading comprehension skills, will be given rewards for reading assigned books, and accumulating points as measured by Reading Counts.) <b>Team/Person Responsible: Teachers</b>
Selected students will be registered in Reading 180 classes. These students will be administered the SRI and Reading Counts tests.	Principal/D. Johnson Guidance Counselor/O. Jackson	September 3, 2008	- Roster of identified students in Reading 180 with a maximum of 2 classes. - Schedule & administer SRI and Reading Counts' tests (Students will be recognized quarterly for progress.) <b>Team/Person Responsible: O. Jackson, L. Tinsley &amp; Media Special Specialist</b>
Provide school wide professional development in reading.	Reading Teacher/ L. Tinsley  Principal/D. Johnson	September 3, 2008	- Schedule a reading consultant to provide quarterly professional development in reading comprehension skills. - Teachers will attend a variety of professional development opportunities that provide best practices in reading such as cooperative learning, questioning techniques, and graphic organizers. - Every two weeks teachers will submit a brief, bulleted summary that includes the best practices they have used in the previous two weeks and any comments/suggestions they may have. (Evidence of implementations will be noted in lesson plans by underlining and through instructional observations.) <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Train teachers in the use of the Revised Bloom's Taxonomy.	Principal/D. Johnson	September 3, 2008	- Provide training in, and implementation of, the Revised Bloom's Taxonomy. - Every two weeks teachers will submit in their brief, bulleted summary how they have used the Revised Blooms' Taxonomy in the previous two weeks and any comments/suggestions they may have. - Lesson plan evaluations of weekly assessments and instructional strategies will indicate the use of the Revised Bloom's Taxonomy. - Monthly peer review of lesson plans—teachers will review each others' lesson plans for evidence of use of the Revised Bloom's Taxonomy. <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Teachers will teach appropriate reading content and grade level standards as well as ensure appropriate pacing as per school/district pacing guides.	Principal/D. Johnson	October 1, 2008	- Weekly lesson plan evaluations with feedback denoting positives and areas of improvement will be provided for teachers. - Weekly classroom observations with feedback (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback.) <b>Team/Person Responsible: D. Johnson</b>



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:**  
**By April 1, 2009, 75% of all 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders will meet targeted growth in mathematics as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use verbs from the New Revised Bloom's Taxonomy in daily lesson plans and instruction to promote higher order thinking skills.	Principal/ D. Johnson PPSL/ J. Von Frank	September 2008	<ul style="list-style-type: none"> <li>- Review lesson plans for weekly assessment and instructional strategies using the Revised Bloom's Taxonomy.</li> <li>- Every two weeks teachers will submit in their brief, bulleted summary how they have used the Revised Blooms' Taxonomy in the previous two weeks and any comments/suggestions they may have.</li> </ul> (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback.) <b>Team/Person Responsible: D. Johnson</b>
Train teachers on how to utilize MAP Data.	Principal/ D. Johnson	September 2008	<ul style="list-style-type: none"> <li>- Provide Professional Development in Data Analysis using MAP.</li> <li>- Conduct Academic Parent Conferences utilizing student data notebooks. Teachers keep student data notebooks on each student.</li> <li>- Teachers will designate one day a week in their lesson plan how they will address the strengths and weaknesses of students as indicated from MAP math results.</li> <li>- Teachers will analyze MAP math results and tailor their MAP Instruction to address the strengths and weaknesses of their students.</li> </ul>

Train teachers in use of the MAP DesCartes in collaboration with the Anderson Five Curriculum.	Principal/ D. Johnson	September 2008	<b>Team/Person Responsible: D. Johnson &amp; Teachers</b> - Provide professional development in the utilization of NWEA-DesCartes to drive instruction. (Dr. Jenkins) - Teachers will directly apply test results to instructional planning. - Every two weeks teachers will submit in their brief, bulleted summary how they have used the DesCartes data in the previous two weeks and any comments/suggestions they may have. - Review of lesson plans for weekly assessment utilizing Descartes training (Teachers will indicate this on their lesson plans in red.)  <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Teachers will teach appropriate math content and grade level standards as well as ensure appropriate pacing as per school/district pacing guides.	Principal/D. Johnson	September 2008	- Weekly lesson plan evaluations with feedback - Five classroom observations with feedback  (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback.)  <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Teachers will use best practices for instruction such as cooperative learning, questioning techniques, modeling, use of manipulative, and graphics organizers.	Principal/D. Johnson		- Weekly lesson plan evaluations with feedback - Five classroom observations with feedback  (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback.)  <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:**  
**By April 1, 2009, 75% of all 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders will meet targeted growth in science as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Science teachers will use the Revised Blooms' Taxonomy verbs in questioning techniques to promote higher order thinking skills.	Principal/ D. Johnson PPSL/ J. Von Frank	September 2008	<ul style="list-style-type: none"> <li>- Review Lesson Plans for weekly assessment and instructional strategies using Revised Bloom's Taxonomy.</li> <li>- Every two weeks teachers will submit in their brief, bulleted summary how they have used the Revised Blooms' Taxonomy in the previous two weeks and any comments/suggestions they may have.</li> <li>- Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback.</li> </ul> <b>Team/Person Responsible: D. Johnson</b>
Science teachers will conduct a science lab once a week.	Principal/Science	September 2008	<ul style="list-style-type: none"> <li>- Lesson plans will indicate when science labs will be conducted.</li> <li>- Evidence of implementations will be noted in lesson plans and by instructional observations.</li> </ul> <b>Team/Person Responsible: D. Johnson</b>
Teachers will review MAP Science results from Fall and Winter testing to adjust instructional timeline to meet the needs of the students.	Principal/ D. Johnson	September 2008	<ul style="list-style-type: none"> <li>- Teachers will designate one day a week in their lesson plans to address the strengths and weaknesses of students as indicated from MAP science results.</li> <li>- Teachers will analyze MAP science results and tailor their MAP Instruction to address the strengths and weaknesses of their students.</li> </ul> <b>Team/Person Responsible: D. Johnson</b>
Provide professional development in the use of science kits.	Reading Teacher/ L. Tinsley  Principal/D. Johnson	September 2008	<ul style="list-style-type: none"> <li>- Schedule a Science Consultant to provide quarterly professional development in Science Kit Training.</li> <li>- Lesson Plans will indicate Science Kit utilization. (Observations will be conducted during science labs.)</li> </ul> <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Teachers will use appropriate science content and grade level standards as well as ensure appropriate pacing as per school/district pacing guides.	Principal/D. Johnson	September 2008	<ul style="list-style-type: none"> <li>- Weekly Lesson Plan Evaluations with feedback</li> <li>- Five Classroom Observations with feedback (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback)</li> </ul> <b>Team/Person Responsible: D. Johnson</b>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 1:**

**By April 1, 2009, the Principal will implement a professional development plan that will facilitate quality classroom instruction to increase 75% of all 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders' MAP scores to meet targeted growth in reading comprehension as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Utilize professional development needs assessment from Spring 2008 to develop a schedule of professional development activities.	Principal/ D. Johnson	October 2008	- Yearly Professional Development plan will be implemented based on teacher needs.  <b>Team/Person Responsible: D. Johnson &amp; Leadership Team</b>
Teachers will attend content area professional development.	Principal/ D. Johnson	August 2008	- Provide content area teachers opportunities to attend conferences/workshops/seminars. - Teachers who attend professional development opportunities will make a presentation for the related staff within a month of attendance at the conference/workshop/seminar. - Provide on-site SDE content areas professional development on unwrapping the standards. - Teachers will provide documentation of utilizing information/strategies learned in their brief, bulleted summary that will be submitted every two weeks.  <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Conduct weekly classroom observations	Principal/ D. Johnson	September 2008	- Five classroom observations will be conducted weekly with feedback to teachers. - Weekly Lesson Plan Evaluations with feedback - Principal will monitor pacing of instruction as per

			<p>school/district pacing guides. (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback)</p> <p><b>Team/Person Responsible: D. Johnson</b></p>
Conduct staff development on district common planning days as well as every two weeks at regularly scheduled staff meetings related to best practices and utilization of MAP data and Descartes.	Principal/ D. Johnson	August 2008	<p>- Meeting Agendas &amp; Minutes - Teachers will provide documentation of utilizing information/strategies learned in their brief, bulleted summary that will be submitted every two weeks.</p> <p><b>Team/Person Responsible: D. Johnson &amp; Teachers</b></p>
Provide school wide professional development in reading.	Reading Teacher/ L. Tinsley  Principal/D. Johnson	September 2008	<p>- Schedule a reading consultant to provide quarterly professional development in reading comprehension skills. - Teachers will attend a variety of professional development opportunities that provide best practices in reading. - Teachers will provide documentation of utilizing information/strategies learned in their brief, bulleted summary that will be submitted every two weeks.</p> <p><b>Team/Person Responsible: D. Johnson &amp; Teachers</b></p>
Implement Positive Behavior in Schools (PBIS).	Reading Teacher/ L. Tinsley  Principal/D. Johnson	September 2008	<p>- The PBIS Team will attend training for Implementation Year One. - The PBIS Team will conduct monthly meetings. - School-wide procedures for school and classroom conduct will be developed. - Rules will be visually displayed to reinforce school-wide procedures. - Develop cohesive classroom procedures. - Establish school-wide non-instructional procedures. - Establish a cohesive referral system. - Implement an Advisor/Advisee program.</p> <p><b>Team/Person Responsible: D. Johnson, S. Bull &amp; Teachers</b></p>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 2:**

**By April 1, 2009, the Principal will implement a professional development plan that will facilitate quality classroom instruction to increase 75% of all 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders' MAP scores to meet targeted growth in science as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Train teachers on how to identify the needs of students by utilizing MAP data.	Teachers/MPMS teachers Principal- D. Johnson	August 2008	<ul style="list-style-type: none"> <li>- Provide professional development for teachers on how to utilize MAP student data to drive instruction.</li> <li>- Teachers will provide documentation of utilizing MAP data in their brief, bulleted summary that will be submitted every two weeks.</li> <li>- Develop a data room, displaying test results of students.</li> <li>- Develop student data notebooks to show all assessments of students.</li> <li>- Conduct personal conferences with students after each MAP administration to discuss student progress or areas of needed improvement.</li> </ul> <p><b>Team/Person Responsible: D. Johnson &amp; Teachers</b></p>
Train teachers in use of the MAP DesCartes in collaboration with the Anderson Five Curriculum	Principal/ D. Johnson	August 2008	<ul style="list-style-type: none"> <li>- Provide professional development in the utilization of NWEA—DesCartes to drive instruction.</li> <li>- Teachers will designate one day a week in their lesson plans to address the strengths and weaknesses of students as indicated from MAP science results.</li> <li>- Teachers will analyze MAP science results and tailor their MAP instruction to address the strengths and weaknesses of their students.</li> </ul> <p><b>Team/Person Responsible: D. Johnson</b></p>

Conduct weekly classroom observations	Principal/ D. Johnson	September 2008	<ul style="list-style-type: none"> <li>- Five classroom observations will be conducted weekly and feedback will be given to teachers.</li> <li>- Weekly Lesson Plan Evaluations with feedback</li> <li>- Principal will monitor pacing of instruction as per school/district pacing guides.</li> </ul> (Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback)  <b>Team/Person Responsible: D. Johnson</b>
Provide staff development at least quarterly related to science kits, science labs and best practices.	Principal/ D. Johnson	August 2008	<ul style="list-style-type: none"> <li>- Meeting Agendas &amp; Minutes</li> <li>- Teachers will provide documentation of utilizing information/strategies learned in their brief, bulleted summary that will be submitted every two weeks.</li> </ul> <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>
Teachers will utilize the Revised Bloom's Taxonomy in instruction and assessments.	Principal/D. Johnson	September 2008	<ul style="list-style-type: none"> <li>- Review Lesson Plans for weekly assessment and instructional strategies using Revised Bloom's Taxonomy.</li> <li>- Every two weeks teachers will submit in their brief, bulleted summary how they have used the Revised Blooms' Taxonomy in the previous two weeks and any comments/suggestions they may have.</li> <li>- Principal will conduct 5 weekly classroom observations and provide written and/or verbal feedback.</li> </ul> <b>Team/Person Responsible: D. Johnson &amp; Teachers</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**By April 1, 2009, with instructional support from district administrators, 75% of all 6-8 graders at Mt. Pleasant Middle School will meet targeted growth in reading comprehension as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Recruit and hire certified ELA teachers to provide effective reading and language arts instruction.	Superintendent  District Office of Instruction  Human Resources	August 2008	Certified teachers for content areas provide focused, high-quality instruction to effectively address student achievement needs.  <b>Documentation:</b> Applications, interview notes, recommendation form, board approval letter <b>Person responsible:</b> Cheryl S. Stover
Meet with School Leadership Team (SLT) at least once each nine weeks to review assessment data and monitor academic progress and student attendance.	Director of Elementary Instruction  PPSL/ERTL  Principal	September 2008	Meetings with SLT will facilitate data analysis and monitor academic progress and student attendance.  <b>Documentation:</b> A data notebook will be compiled to monitor students' academic progress and record assessment data. Agendas, sign-in sheets, data notebook  <b>Persons responsible:</b> Cheryl S. Stover
Provide opportunity for on site and out of district professional development participation, monitor classroom implementation of Anderson Five curriculum, Standards Support System, MAP driven instruction, data analysis, best practices, etc.	Superintendent Exec. Dir. of Instruction  Director of Elementary Instruction	September 2008	Providing opportunities for professional development will give teachers strategies to use when analyzing and disaggregating test data and when planning for instruction.  <b>Documentation:</b> Conference registration forms, approved request to attend forms, agendas, and handouts from school/district level workshops.  <b>Persons responsible:</b> Cheryl S. Stover/Bernice Wright



Recognize students, teachers, and parents of students who score Proficient or Advanced on Spring 2008 PACT.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	December 2008	Presenting awards to students, parents, and teachers will encourage students to perform at a higher level. Present awards to students, parents and teachers at Board meeting.  <b>Documentation:</b> Board agenda, purchase order for incentives to students, pictures.  <b>Persons responsible:</b> Cheryl S. Stover/Bernice Wright
Hire consultant to provide professional development on creating benchmarks, data analysis, and using the data to guide instruction.	Superintendent Exec. Dir. of Instruction Finance Director Director of Elementary Instruction	September 2008	The consultant will assist administrators and teachers in the development of benchmark tests and using the data to guide instruction.  <b>Documentation:</b> Consultant's contract, agendas, handouts  <b>Persons responsible:</b> Cheryl S. Stover/Bernice Wright
Provide professional development and assist in implementing the Anderson Five Curriculum.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	June 2008	Anderson Five Curriculum Guides were purchased during the 2007-08 school year. Professional development will be provided for school's staff.  <b>Documentation:</b> Lesson plans, meeting minutes, Sign-in sheets, and purchase orders.  <b>Persons responsible:</b> Cheryl S. Stover/Bernice Wright
Provide district-wide grade level and articulation meetings to assist teachers in revising and implementing use of grade level/subject area pacing guides to correlate with curriculum standards as needed.	Exec. Director of Instruction  Director of Elementary Instruction	June 2008	Grade level common planning and articulation to revise pacing guides and plan for classroom instruction provides consistency across the district.  <b>Documentation:</b> Minutes of meetings, lesson plans, sign-in sheets  <b>Persons responsible:</b> Cheryl S. Stover/Bernice Wright
Purchase, print and make available to teachers Flanagan's benchmark Tests for Higher Standards.	Executive Director of Instruction  Director of Elementary Instruction	August 2008	Results of the Flanagan Benchmark tests will be used to monitor student achievement and plan for instruction.  <b>Documentation:</b> Purchase order, Copies of Benchmark tests, classroom observation data, lesson plan review data.  <b>Persons responsible:</b> Cheryl S. Stover

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

#### Focused District Administrators' Instructional Leadership Goal 2:

**By April 1, 2009, with professional development support from district administrators, 75% of all 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> graders' MAP scores to meet targeted growth in science as determined by MAP scores from Spring 2008 and Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development schedule utilizing assessment data, teacher surveys, principal's recommendations and curriculum team's observations to determine focus topics for workshops.	Exec. Director of Instruction  District Curriculum Team	May 2008	Assessment data, teacher surveys, principal's recommendations and curriculum team observation results will be used to select topics for the district's professional development plan.  <b>Documentation:</b> Teacher surveys, principal's recommendations, and team's observation forms  <b>Person responsible:</b> Bernice Wright/Cheryl S. Stover
Monitor and evaluate progress and effectiveness of professional development plan.	Superintendent Exec. Director of Instruction  District Curriculum Team	August 2008	Monitoring and evaluating the professional development plan will ensure that it is being used effectively to improve student achievement.  <b>Documentation:</b> Classroom observations, lesson plans, principal's report and the analysis of benchmark data <b>Person responsible:</b> Bernice Wright/Cheryl S. Stover
Employ the services of consultants to conduct workshops and follow-up on-site visits to ensure the effective implementation of strategies presented.	Exec. Director of Instruction Finance Director	August 2008	Using the services of a consultant to conduct workshops and do follow-up visits will assist the district's curriculum team in effectively implementing strategies presented.

			<b>Documentation:</b> Training agendas, sign-in sheets, and evaluation of workshops <b>Person responsible:</b> Bernice Wright/Cheryl S. Stover
Implement an effective system for evaluating staff performance, monitoring instruction and providing feedback to support student achievement.	Exec. Director of Instruction  Director of Elementary Instruction	August 2008	Instruction should be monitored at all levels. Utilizing an approved district monitoring instrument to be used by all district curriculum personnel will provide uniformity. Having a district wide instrument will give support for teacher evaluation and writing improvement plans.  <b>Documentation:</b> Copies of monitoring instrument/tool or feedback forms, purchase order for observation forms.  <b>Person responsible:</b> Bernice Wright/Cheryl S. Stover
Post the district-wide professional development schedule with dates, location and times.	Executive Director of Instruction	August 2008	The strategy will be monitored utilizing the district's website to post schedule and by creating a professional development brochure.  <b>Documentation:</b> District's website, brochure  <b>Person responsible:</b> Bernice Wright/Cheryl S. Stover

## FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

### Title and Description of Each Program and Initiative Included in the FSRP

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**READ 180** is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below the proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. **R Skills** is a supplemental assessment designed to target individual reading strategies within the Read 180 component.

**Scholastic Reading Inventory Enterprise Edition** is the fast and accurate way to assess student reading levels and monitor reading progress. SRI will help you identify struggling readers, plan for instruction, gauge the effectiveness of your curriculum, and demonstrate accountability. Fifteen new and enhanced reports, including the new Student Yearly Progress Indicator, help you evaluate student progress toward proficiency goals, measure reading growth, and meet NCLB requirements. With SRI you can accurately determine student reading ability and incorporate reading levels into daily instruction. Students' needs are met by easily targeting students for intervention and instructional purposes. SRI also provides personalized reading lists for every student. Now with new Leadership Reports and full data export capabilities, SRI enables educators to disaggregate student data to demonstrate accountability and monitor yearly progress for all students. SRI generates a wealth of criterion- and norm-referenced data for every student, including a percentile rank, stanine, normal curve equivalent (NCE), and a native Lexile® measure.

**Scholastic Reading Counts!** is the only independent reading program that is built on the Lexile Framework® for Reading! Developed by Meta-Metrics, Inc. after more than 20 years of ongoing research, the Lexile Framework® for Reading is proven to accurately match readers to text. Students using Scholastic Reading Counts! successfully read books that are difficult enough for them to gain reading skills—but not so difficult that they are frustrated. Books in the Scholastic Reading Counts! program range from below 200L for beginning readers to above 2000L. Using the e-Catalog, educators can search the entire Scholastic Reading Counts! library of more than 40,000 titles to find Lexile-leveled books that meet their students' needs. With Scholastic Reading Counts! students of all abilities can read successfully!

**Literacy Night** is an opportunity to expose parents and the community to be exposed to a variety of reading strategies that will enhance the awareness and appreciation of reading. Students and parents will interact in interdisciplinary activities that will involve role-play and theatrical productions as a way of promoting the importance and the enjoyment of reading as a foundation for everyday life.

**Reading is Fun Day** is the opportunity for students to use their creative minds and share their love for reading with primary students at our feeder school. This day will be designated for our school identified authors to read their self-published books.

**Read-A-Thon** will help students to develop interests for self-selecting or independent reading through the exposure to a wide variety of literatures and models effective reading behavior. Selecting a book-of-the-month will provide opportunities for accessing and understanding of story and character development, as well as, providing an opportunity for students to converse about the love of books and create a community of learners and readers. This opportunity will create an atmosphere for developing discussion skills and high order thinking skills. Students will demonstrate their understanding by participating in a variety of

reading activities, such as round-table discussions, role-play, literature circles, and theatrical productions.

**Higher Order Thinking of Revised Bloom's Taxonomy** defines six different levels of thinking. The levels build in increasing order of difficulty from basic, rote memorization to higher (more difficult and sophisticated) levels of critical thinking skills. For example, a test question that requires simple factual recall shows that you have knowledge of the subject. Answering an essay question often requires that you comprehend the facts and perhaps apply the information to a problem. Having students break a complex historical process or event into constituent parts will be analyzing the subject matter. Having students organize and present pieces of historical evidence in a new way would allow them to create or synthesize an argument. Students would be evaluating evidence, and making judgments about the validity and accuracy of primary sources.

**Data Analysis** is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions. Data analysis is closely related to data mining, but data mining tends to focus on larger data sets, with less emphasis on making inference, and often uses data that was originally collected for a different purpose.

The **DesCartes Continuum of Learning** orders specific reading, language usage, mathematics, and science skills and concepts by achievement level. For reading, language usage, and mathematics, the skills and concepts align to the goal structures and content of our state standards. For districts using a state-aligned science test, the skills and concepts align to the goal structures and content of state standards. For districts using nationally-aligned science tests, the skills and concepts align to national standards. For easy reference, the skills and concepts are grouped along the continuum according to the NWEA measurement scale.

**NorthWest Educational Association's Measures of Academic Progress (NWEA's MAP)** is a national diagnostic testing program that is aligned to ELA, mathematics and science standards. These tests can be administered up to three times a year and provide specific diagnostic information which can be used to drive instruction for individual students or groups of students.

**Positive Behavioral Interventions and Supports (PBIS)** is a major advance in school-wide discipline with an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

**Advisor/Advisee program** will have two components: 1) the communication of high expectations through goal setting and planning; and 2) encouragement from teachers to do well in school. Young adolescents need the support and guidance of caring adults as they make the transition into adulthood. Students enter the middle grades with their eagerness and curiosity intact. High-implementation schools nurture these characteristics, challenge students to work hard, and provide support when students are making decisions about the future.

Teachers will use **Data Analysis notebooks** to conduct **Academic Parent Conferences**. These notebooks will be designed by advisors for all advisees. It will contain all standardized and district assessments for each student. This will be used as a conference tool to aid teachers in discussing the progress of students throughout the year. The Advisor will conduct the Academic Parent Conference and share data collected with other content area teachers. The Data Analysis Notebooks will be used to drive continuous discussion among teachers on the academic progress of their students.